

THE GUIDANCE BACKGROUND IN THE WILSON SCHOOL COMMUNITY

by

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INTRODUCTION

Although national census tabulations allow some comparison of localities with each other and with the wider community of state, region and nation, a local community needs to know much more than these figures can show about its youth. By use of the census table a county may determine an approximation of pupils who leave school, but this does not give a very clear picture of any one particular school or community.

The local community needs to know at which grades its pupils leave school, what they do after leaving, what further training is necessary before they can secure their desired positions, what benefits they derive from their school work while in the community, and whether or not they believe that the school program is adequate for training the youth of the community.

Facts about those who leave school can assist in correcting some of the gross errors that arise when an equalization of educational opportunity is approached only through dollar expenditures. In different regions and in different communities these dollars have a very different purchasing power.

Few school systems now can show even a summary of their

records in such a form that their comparative situation is immediately clear. Some of them have average to elaborate grade records but lack tables that would include those who withdrew, even the youngest.

To learn these facts it is necessary to make, locally, a quick and an accurate count of those who are out of school, together with the facts above mentioned. From these data it is possible to work out a picture of the withdrawal or of the retention of students, from which may come a revised and better school program.

Wilson High School is located in an agricultural community. There are a few other industries within the city and also within a few miles of the immediate community. These industries include flour milling, salt mining, oil production and oil refining. The inhabitants of the community and the patrons of the school include many people of Bohemian, Russian, and German ancestry. They are, in general, prosperous people, thrifty and willing to pay for good schools for their children.

There are on file at the school offices no cumulative records for students except the grades made in various subjects and of the extra-curricular activities in which they took part while attending school. Because there has been no follow-up study made of those who left the school within the past few years the school can make only a rough estimate

of the part it has played in the later lives of these people. In looking over the records one finds that approximately 50 percent of the students have remained in or near the community after graduation or upon leaving for other reasons. There is no vocational course offered to the pupils who are to remain on the farms of the community. Short courses in Manual Arts and in Home Economics are offered. A one-year course in shorthand and bookkeeping and two years of typing are offered to students interested in commercial work but no further related work is available.

In order to determine whether or not the school was offering the proper training for the majority of the students, a survey was planned. The data collected made it possible to evaluate the present curriculum as a basis for a revised and better school program.

DEFINITION OF GUIDANCE

Cox and Duff (5, p. 74) make the following statement with reference to teacher guidance:

Guidance is based upon the assumption that in every child there is a flame, or else an ember that can be nursed into a living flame, and it is the teacher who will kindle the flame and pile on the fuel.....

Hollingshead (8, p. 105) in his work, *Guidance In Democratic Living*, presents this definition of guidance:

Guidance, in respect to the individual, is primarily

interested in developing a feeling of membership in the group, a feeling of security and adequacy, a feeling of individuality, an understanding of group welfare, a sense of personal responsibility for group welfare, self-control in terms of the best interests of the group, and the attributes and abilities of cooperating successfully with others.

REVIEW OF LITERATURE

In order to determine what is known and what has been done along the line of guidance and guidance surveys in the small schools, a study was made of the available literature in the Kansas State College Library, in the offices of the Department of Education, and in the Kansas Occupational Information Bureau.

Dolch (6, p. 413) found that 85.5 percent of all high schools reporting to the federal government in 1920 were of the rural type which means that most of our high schools are small. Salisbury (14, p. 501) made a study of the curricula of several small high schools and drew this conclusion: School programs should be flexible and elastic to permit adaptation to the peculiar needs of the community. This means, then, that each particular school will have to make a study of its community, in order to ascertain the needs of the community in relation to school graduates, before the school can build or revise its program.

Snedden (12, p. 25) stated that the best vocations require two preparations, technical and general: technical

training for vocational interests and general training for avocational interests. This statement was made after Snedden had made a study to determine the number of vocations available in New York City and the manner in which the high schools were training for these vocations. Rutledge and Fowler (11, p. 109), in referring to general courses in high school, made this statement:

The development of new general courses is probably the most promising method of caring for the curricular needs of the high school pupils who are not preparing for college.

This statement cautions the curriculum builders not to swing too far toward the vocational and technical training curricula but to retain the general courses as well. However, the study of Young (16, p. 182) showed that graduates of a vocational curriculum follow their vocational choice rather closely and that this training is of benefit to them in their later lives. Smothers and Hamlin (13, p. 302) in their study of 1,003 Iowa students found that the percentage of persons taking vocational and technical training and following these vocations is higher than that of persons taking academic training and going to college. This study of Smothers and Hamlin would seem to be more closely related to the guidance programs of the schools of the middle west than those of Barnard (3, p. 5), who made a study of the high schools of New York City and stated that very little of the high school training should be vocational.

Brewer (4, p. 9) made the following statements in his Criteria of Guidance:

1. The person being guided is solving a problem, performing a task, or moving toward some objective.
2. The person being guided usually takes the initiative and asks for guidance.
3. The guide has sympathy, friendliness, and understanding.
4. The guide is guide because of superior experience, knowledge, and wisdom.
5. The method of guidance is by way of offering opportunities for new experiences and enlightenment.
6. The person guided progressively consents to receive guidance, reserves the right to refuse the guidance offered, and makes his own decisions.
7. The guidance offered makes him better able to guide himself.

Brewer (4, p. 9) also considered that, when one endeavors to discover whether the school program of studies is being reorganized to achieve these objectives he is confronted with inadequacy, not to say neglect.

Hamrin and Erickson (7, p. 3) cite the responsibilities of the guidance work in the following statements:

1. It attempts to help the students learn of their present educational opportunities.
2. It strives to help them become adjusted to their present educational situation.
3. It endeavors to help them learn more of themselves, their interests, abilities, possibilities, and limitations.
4. It aids them to learn of possible future educational and vocational opportunities.
5. It assists them to plan wisely, both for the immediate present and for the future, by stimulating them to relate themselves in their thinking to possible educational and vocational opportunities.
6. It tries to help them become adjusted to their new environment whether it be in school or at work after they have left the educational unit with which they have been connected.

In order to be of assistance to the pupils in the ways outlined above, it is necessary for those concerned with such guidance functions to perform the following activities as outlined by Hamrin and Erickson:

1. Secure information about the pupils.
2. Secure information about educational and vocational opportunities.
3. Give the pupils information about themselves through group methods and by means of individual counseling.
4. Give the pupils information about their educational and vocational opportunities.
5. Stimulate pupils to relate themselves in their thinking to these educational and vocational opportunities.
6. Follow up the pupils after they leave the institution in order to be of help both to the pupil individually and, through the information thus acquired, to other students coming thereafter.

Educators today are becoming aware of the necessity of such procedures and are making surveys in their schools. The surveys and their study will assist more students in being placed in the fields, and in the jobs, in which they are interested and for which they are best adapted.

METHODS AND MATERIALS

The curricula, the date of leaving, and the names of graduates and other former students used in this study were taken directly from the permanent records at the Wilson High School. Other information concerning these individuals was collected by use of the data sheet mailed to those who were

outside the community and by a controlled interview method in the cases of those individuals who were residing within the immediate vicinity of the school.

The data sheet and accompanying letter used in this study, copies of which are attached in the Appendix, Form 1 and Form 2, were prepared with the help of the bulletins Markham (10) and Zapoleon (20).

The forms finally mailed and used in the controlled interview were the outcome of several revisions resulting from tryouts on individuals living in the community.

STUDY OF THE SURVEY

For the follow-up survey of the Wilson High School Guidance Study, 176 names of students were selected from the permanent record files at the high school. These selections were made at random by selecting every third name from the list of former students. The present names of many of the former girls and the addresses of several of these individuals could not be found. A second selection was made on the same plan and 176 names were selected for the study. This list of names included both graduates and those who had left school for various reasons before being graduated, as shown in Table 1.

To 144 of the 176 former students a data sheet (Appendix) was mailed. Information was secured from the other 32

by a controlled interview, the data sheet before mentioned being used as a basis. Of the 144 data sheets mailed, 78 were filled out and returned. The 78 returns by the data sheet method plus the 32 returns by the interview method made a total of 110 replies from the 176 students included in the study, or 62.5 percent. Of the 110 returns, 54, or 49.9 percent, came from former students who had left the community. This fact might indicate two things: first, that the community enterprises and industries cannot support more employees, and, second, that students do not receive the proper training while in school at Wilson to fill positions which may be found in the community.

Table 1. Reasons for leaving high school at Wilson.

Reason	Number	Percent
Graduated	96	87.7
Moved from community	10	9.9
Left to take a job	4	3.4
Total	110	100.0

Table 1 shows that 96 of the 110 students left school by being graduated. Ten moved to other communities and continued their school work, and four left to get a job before being graduated. In the selected list of 176, there were 30 who had left school at Wilson before being graduated. Of

these only 14, or less than 50 percent, replied, while 96 of the 110 replies, or 87.3 percent were from graduates, showing that graduates of the school were more interested in their school and in the study being made.

In 1941, 36 students were graduated as compared with 33 in 1942. Of these 69 graduates, 24, or 34.8 percent are doing advanced school work as shown in Table 2. This is a much larger figure than the 13+ percent, quoted by professors in classes in education at Kansas State College, as the average number of high school graduates who enter college. This indicates that Wilson High School has a good college preparatory program. It might also show that Wilson High students have not received enough training to enter jobs in the community, but must seek advanced training before taking a job.

Table 2. Graduates who are doing advanced school work.

Type of school attending	: Number	: Percent
University, or college of Arts and Sciences	14	58.4
Teachers' college	3	12.5
Business college	2	8.4
Nurses' training	2	8.4
Technical school - radio engineering	1	4.1
School of Dentistry	1	4.1
Post graduate work at Wilson High	1	4.1
Total	24	100.0

The studies of Koos (9, p. 609), Anderson (1, p. 772), Smothers and Hamlin (13, p. 302) indicate that the number of high school graduates who attend institutions of higher learning is not large enough to justify a preparatory course dominating the curriculum. However, if 30 percent of the students of a high school attend schools for advanced training, the college preparatory courses must be retained as one of the major parts of the curriculum. Bickford (2, p. 47) also drew this conclusion from his study.

A good guidance program should play a major part in assisting students to select an institution for advanced work in their chosen fields. The guidance director, who, in a small school would probably be the principal or superintendent, should be largely responsible for directing the students in this part of the program. Classroom teachers, also, should be an influencing factor since they have closer relationships with the students than either the superintendent or the principal.

In the Wilson High School study, the 24 students attending institutions of higher learning gave 43 replies as to the assistance they had received in selecting their school for advanced study. Of these 43 replies, eight stated that conferences with teachers aided them in choosing their particular schools. Table 3 shows this to be 18.6 percent guidance on the part of the classroom teacher. Only six, or 13.9 per-

Table 3. Assistance in selecting a school for advanced training.

Source	: No. students : Percent	
Conferences with teachers	8	18.6
Conferences with Supt. or Principal	6	13.8
Catalogues and literature from various colleges	5	11.8
Conferences with representatives of colleges	11	25.6
Conferences with relatives and friends	13	20.2
Total	43	100.0

cent, were given guidance by the superintendent or principal, while 11, or 25.6 percent, were assisted or influenced by conferences with representatives of colleges who called at the high school. Each term representatives of the nearby colleges call at the high school at Wilson and are given opportunity to talk with the senior and junior classes and often to the whole school. Once or twice a term the school arranges for an assembly program which includes a presentation of work and life at our state institutions of higher learning. Thirteen, or 30.2 percent, were assisted by parents, relatives and friends to make a choice of schools for advanced training.

Parents and friends should hold an important place in helping the students to make wise choices, but the school guidance program certainly should play a stronger role in

this particular part of the educational program than it has done in Wilson High School.

Table 4. Work experiences since leaving high school.

Type of work	No. part time	No. full time	Total	Percent
Farming	0	10	10	11.7
Clerk in store	3	16	19	22.3
Service station	0	1	1	1.1
Waiter or Waitress	3	4	7	8.3
N. Y. A. work	2	0	2	2.2
Labor (skilled)	1	9	10	11.7
Labor (unskilled)	2	7	9	10.5
Office work	2	12	14	17.7
Teaching	0	2	2	2.2
Home work	0	2	2	2.2
Beautician	0	1	1	1.1
Salesman	1	0	1	1.1
Truck driver	1	1	2	2.2
Hotel steward	0	3	3	3.3
Telephone operator	1	1	2	2.2
Total	16	69	85	100.0

Work experiences since leaving school were reported by 85 individuals. Of this number only 10 former students, about 11.7 percent (Table 4) were employed in farming in spite of the fact that Wilson High School is located in a strictly agricultural country. The school program does not include any vocational agriculture courses and no shop work, except woodwork, was offered until 1942 and 1943. Bickford (2, p. 27), in his study of Phillipsburg schools, found that 20.6 percent, almost double the number at Wilson High School, went into farming there. The two schools are located in the same agricultural region. The educational program at Wilson

has offered little inducement to farm boys and girls to study the agricultural problems, and to prepare themselves for carrying on the leading enterprise of this rural community.

About 22 percent were in the field of labor, 11 percent being employed in jobs classed as skilled labor. Although skilled labor requires some specialized training, Wilson High School cannot claim much credit for the guidance of its students in this field, since its curriculum has contained no courses along this line.

Fourteen of the 85 individuals replying were employed in office work. This is more than 16 percent of the group. About one-third of this number have gone directly into office work upon being graduated, and the remaining two-thirds have attended business colleges for only a short training period. This indicates that the curriculum in commerce is worthy of its place and that it has been well administered.

Ten former students were employed as waitresses and hotel stewards. The Home Economics courses gave a small amount of training along this line, although most of the training came from actual employment in the town's restaurants and hotel. During the past two terms of school, students have been allowed school time to accept this kind of employment in addition to their regular school work. There is a need for this kind of training as evidenced by the study of Markham (10). Since it is a worthy service, the school feels that it is justified in permitting the students to get this training outside the reg-

ular curriculum.

Only two individuals were employed as teachers. The school offers no Normal Training program. This, together with the crowded field and low wages of teachers during the past decade, is probably the reason for so few entering this profession.

The retail stores of the community employ several students while they are school attendants. Nineteen, or about 20 percent of the 85 reporting work experience, were employed as retail clerks. The majority of these, employed in larger stores outside the Wilson community, had received their first training in the home business houses. During the past two years, as in the case of waiters and waitresses, the school has allowed students part of their school hours for employment in the local stores. This has served both as a form of guidance and training for the job and as an assistance in the labor shortage due to the war. A course in Occupations could well grow out of this kind of cooperation.

Table 4 also shows that some other jobs were selected by a few students, but these were not related to the guidance offered by the school.

How the first job was secured (Table 5) was reported by 72 individuals. Of this number, 44.4 percent stated that the first job was secured by the student's own effort. These people had developed self-confidence as evidenced by study of

Table 5. How the first job was secured.

Method or assistance	: No. reporting	: Percent
Individual's own effort	32	44.4
Through newspaper advertisement	1	1.4
Through parent's influence	12	16.7
Through friend's influence	9	12.5
By the school's assistance	8	11.1
Employment service offices	3	4.1
Relative's influence	4	5.6
Others (parent owned business, farms, stores)	3	4.2
Total	72	100.0

Table 7 and had taken the initiative in getting a job.

Parents' influence was responsible for 16.7 percent of the jobs acquired and 12.5 percent of the positions were secured through the influence of friends. The school, also, had played a stronger part here in assisting 11.1 percent in securing employment. Though not an employment agency the school has been and should be responsible for imparting information to employers as to the training and ability that its students have for various kinds of jobs.

Twenty-two cases were reported in which former Wilson students were employed in jobs different from the first positions as discussed in the preceding paragraphs. By comparing Tables 5 and 6, it will be noted that assistance in securing the new jobs has been due largely to Civil Service, N. Y. A., and to the individual's own efforts. The influence

Table 6. How the present job was secured.

Method or assistance	: No. reporting	: Percent
Parents' assistance	4	19.0
Relatives and friends	5	23.0
School employment service (Advance School)	2	9.0
Employment agency	1	4.5
Other agencies (Civil Service, N. Y. A.)	10	44.5
Total	22	100.0

of parents and friends has been responsible for 42 percent of the new jobs and school employment services have assisted nine percent to secure different positions.

Table 7. How high school training aided students in making successes of their present jobs.

High school training	: No. reporting	: Percent
Gave occupational training (Occupational courses, Sociology)	13	10.5
Developed leadership ability	8	6.4
Provided general education only	51	40.8
Developed self-confidence	21	15.8
Gave citizenship training	8	6.4
Taught economy	7	5.6
Developed good work habits	18	14.5
Total	126	100.0

In securing work in later periods the school would hardly be expected to be of as much assistance as close friends and relatives, but Table 8 shows that the school has played a

stronger part than the organized employment agencies in cases of Wilson High youth.

Table 8. Who or what has helped most in making the present occupational or educational plans.

Individuals or items	: Students reporting :Percent	
Parents	33	29.5
Courses studied	23	20.5
Teachers	11	9.8
Employers	7	6.2
Friends	10	8.09
Relatives	8	7.2
H. S. Supt. or Principal	3	2.7
Something read	9	8.1
Other things (wages offered, economic condition, home environment, Pastor)	10	9.0
Total	112	100.0

The data as to how high school training has helped in furthering success in the present jobs brought out some interesting statements. Seventeen percent of the 126 (Table 8) answering this question stated that their high school training had developed their self-confidence, a very important factor in being successful in any undertaking. Eighteen people, or 14.3 percent, gave the high school credit for developing good work habits which speaks a good word for the methods of instruction in Wilson High School. Over ten percent had received some occupational training. This was received by those who had followed courses in sociology, commercial work and shops. About 41 percent asserted that the

high school had contributed to their success by giving them a general education. Weaknesses of the high school program in facilitating success are shown by the fact that only seven of the 126 mentioned that they had been taught economy, eight asserting that their success was due partly to the high school's developing their leadership ability, and eight, or only 6.3 percent, mentioned citizenship-training they had received as aiding their success.

It would thus seem that Wilson High School and its guidance program had neglected one of the most important of the seven cardinal principles, namely, training in citizenship.

A study of who or what has helped most in making the present occupational or educational plans reveals that the parent again ranks in first place. This is as it should be. The parent should accept the responsibility of assisting his child to make the wisest choices and it would appear that parents should be more than 30 percent responsible in this part of the child's program.

Courses studied were listed next in importance in making the present plans. This speaks well for the curriculum. However, in a later part of this study it will be noted that the school is criticized for not giving more assistance in selecting courses.

In 11 cases, teachers were given credit for being the greatest help to the student in making his present plans,

but the high school superintendent and principal are mentioned in only three cases, or less than three percent. From the standpoint of assistance or guidance, it appears that the school has not had a very strong guidance program as a part of its curriculum.

Other persons and things cited as being of much assistance in making present plans of the former students are friends, relatives, something which was read, as well as economic conditions; and in one case the pastor was credited with being the influencing factor.

Koos and Kefauver (9, p. 604) say that guidance does not include such matters as discipline, methods of teaching, curriculum making, and vocational training, but that it is significantly related to them. In order, then, that an efficient curriculum be established as a related part of the guidance program, it is necessary to ascertain what courses and subjects have the most value to later life and employment.

Table 9. Subjects ranging from the greatest to the least importance to students in life and employment, and in college.

In life and employment :		In college	
Subjects	:No. students: :indicating :	Subjects	:No. students :indicating
English	58	English	16
Mathematics	42	Mathematics	9
Social Sciences	32	Social Sciences	8
Typing	29	Sciences	7
Sciences	28	Language (Modern)	7
Psychology	18	Psychology	5
Home Economics	16	Typing	5
Bookkeeping	15	Music	6
Manual Training	12	Speech	3
Speech	11	Gen. Science	2
Biology	10	Business Law	1
Shorthand	11	Biology	1
Music	9	Shorthand	1
Business law	4	Bookkeeping	0
Gen. Science	4	Manual Training	0
Language (Modern)	4	Orientation	0
Economics	3	Journalism	0
Journalism	0	Home Economics	0
Orientation	0	Economics	0
Total	306	Total	71

A study of the survey reveals that the basic subjects of mathematics, English, commerce, and physical science have been of most value to Wilson High students in their employment and later life (Table 9) while English, mathematics, social science, physical science and modern language are the five most important subjects in preparation for their college studies.

The commercial courses are important subjects to the

students of Wilson High School as indicated by the figures in Table 9 and as mentioned above. There are some courses: orientation, journalism, modern languages, business law, economics and general science which are not given much importance by the survey.

Many school men feel that a class of less than eight or ten members does not warrant the expense of conducting such a class. Therefore, it would seem probable that some of these courses could well be dropped in favor of vocational courses which would be of more importance to an agricultural community.

Orientation which to date has been a non-credit course leads the freshmen to feel that they are being forced to do something for nothing. This course had for its principal purpose, guidance in "how to study", and in "how to become a part of the high school organization". It is important that the students receive such assistance and perhaps if the course were given an important place along with other courses it would rank higher in value to the students. No student of the Wilson School has gone into the field of journalism and this subject received no choice for importance. It could well be dropped from the curriculum.

Although there are over 24,000,000 (1, p. 772) homemakers in the United States, home economics is not credited with much importance in the survey. If it were set up as a

vocational course probably more girls would be interested in it and it would become of greater importance in the curriculum.

Table 10. How high school work could have helped the student more.

	: No. reporting
Given more assistance and advice in selection of high school courses	30
Given more specific training for particular jobs	30
Given more help in planning for future education	25
Presented a better understanding of working conditions (labor laws, social security, compensation, unions)	20
Taught how to apply for a job	7
Offered more vocational courses	10
Taught how to study and how to master a problem	5
Required more physical training	10
Total	137

In answer to the question, how could the high school have helped the students more, 30 indications of the weakness of the guidance offered to high school pupils were cited. In Table 10, 30 students state that the high school should have given more assistance in selecting the high school courses, and 30 stated that more specific job training should have been offered. Twenty-five students who had entered advanced training suggested that more advice and help should have been given in the selection of schools and in planning for future education. This fact was noted in Table 3

which shows that the school administrator and teachers were given credit for less assistance than friends, relatives, and representatives of the colleges in selecting their schools and in planning for advanced schooling. Twenty students suggested that more attention be given to labor conditions and a better understanding of the working conditions in various job lines. Ten suggested that more vocational courses be included in the school program.

A study of the community survey results (Table 11) reveals that in the 67 businesses and professions within the community, which has approximately 1,000 inhabitants, there are 63 students and former students employed. The interviews in the survey were made with the owners and managers of the business, industrial, and professional enterprises in the community. Form 3 (Appendix) was used as a basis for the interview which in most cases took place as an informal conversation, the individual first being informed as to the purpose of such a survey. In some cases the individual was too busy at the time and a form was left for him to review. At a later date the interviewer engaged the owner or manager in informal conversation and obtained his opinions on the questions asked in the data sheet (Form 3). Twenty-eight indicated that more Wilson school youth would be employed within the community if they received better training by the time they were graduated.

Table 11. Results of the community survey.

Business or profession	:	:	:	Would more be employed	
				if given better training	in high school
	No.	employed:		Yes	No
Drug stores	2	3		1	1
Groceries	5	9		2	3
Service stations	6	5		3	3
Elevators	2	3		1	1
Mill	1	1		-	1
Restaurants	3	5		3	1
Banks	1	4		-	1
Offices	5	4		1	-
Hotel	1	4		1	-
Clothing shop	2	2		1	1
Furniture	2	1		1	1
Garages	6	5		4	2
Blacksmiths	2	0		0	0
Tire shops	1	2		-	1
Barber shops	4	-		-	-
Power plant	1	-		-	1
Lumber yards	2	1		2	-
Produce	4	4		2	2
Cleaning shop	1	1		-	1
Hdw. & Imp.	3	3		-	3
Drs. & Dentists	4	1		1	3
Tele. & Gas Co.		1		1	1
Shoe shops	2	-		1	1
Butcher shops	2	1		-	1
Ice plant	1	-		-	1
Dairies	3	3		1	2
Total	67	63		28	33

In the interviews with business men of the community during the survey, suggestions for better training of students while in the high school were offered as follows:

1. Make the high school training, in all courses offered, more thorough.
2. Give the students more practical work and apprentice training in the commercial courses. The business men of the town will co-operate.

3. Offer more shop work to determine the pupil-interest in mechanics and in order to be able to recommend those who have ability along mechanical lines. We'll give them the specific training for the special jobs we have to offer.
4. Develop better work habits while in school.
5. Weed out those who waste time and work only enough to get by. Give more time to those who show ability and want to do the job assigned.
6. Give more occupational and vocational guidance. Students should know what they want to do before they apply to business men for work.

The graduates and those who withdraw before being graduated were asked for suggestions for bettering the school program. Study of the following list of replies shows that some of the same suggestions that were made by business men were made by the former students of the school. The following suggestions were offered for bettering the present curriculum:

- Mr. A. Offer more specialized courses.
- Mr. B. Give more assistance in the selection of high school courses.
- Mr. C. Do more thorough teaching even at the sacrifice of the amount of work covered.
- Mr. D. Offer more guidance at the freshman level instead of waiting until the Junior and Senior years to help in making their plans.
- Mr. E. Encourage all students to take a typing course and a bookkeeping course, for their own private business, if nothing more.
- Miss F. Stress commercial courses and give more practical training.
- Mr. G. Include more vocational and domestic courses.
- Miss H. Offer some modern language courses other than Latin.

- Mr. I. Require all students to take a speech course. Emphasize the importance of written and spoken conversation.
- Mr. J. Teach good manners and respect for other members of society.
- Mr. K. Require more physical training and health study.
- Miss L. } Set up a student council program.
Mr. M. }
- Miss N. Teach students how to study.
- Mr. O. Require all students to take Math. and Science courses instead of just those who intend to go to college.
- Mr. P.) Set higher standards of work in high school.
- Mr. Q.) Weed out all those who loaf on the job. Make School work more of a tough problem to solve than an easy way to spend four years (This from two boys who had been graduated and who had done as little work as possible).
- Miss R. Give less supervised study. Make the students study out their own problems with a minimum of assistance.

The last suggestion questions the hour class recitation and supervised study plan which is used in many high schools today. The same suggestions were found to be popular with the students in the Pasadena school survey (4, p. 134) where it was found that the majority of the students preferred the shorter class period and separate non-supervised study periods. The objection to the supervised period is that the instructor used the supposed study part of the period for talking or for further discussion of the assignment, leaving no time for study.

SUMMARY AND CONCLUSIONS

This study was based on data obtained from former students relative to the value of their high school training in their later work and on information obtained by a survey of the business and industrial enterprises of the community.

Conclusions drawn from the study are:

1. The migration from Wilson of 59.9 percent of former students may have been due to the lack of vocational opportunity in the community.
2. The enterprises of the community can employ more of the school's graduates.
3. Three occupations, merchandising, clerical work, and skilled labor, employed 51.7 percent of the school graduates and students who had left before being graduated.
4. There is a need for more vocational training.
5. The community is willing to cooperate in improving the school program.
6. Former students are interested in the welfare of the school and its future graduates.
7. High school students who did not attend college had little opportunity to receive vocational training.
8. There is a need for increased emphasis on the guidance program.

9. Some curriculum revision would be of value to the present school program, especially the addition of: general shop, vocational agriculture, vocational home economics, modern language, and an occupations course and eliminating the courses in orientation and journalism.

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APPENDIX

Form 1

Wilson, Kansas
Date _____

Dear _____

The accompanying data sheet is being used as an aid in determining the effectiveness and value of your high school training in terms of your present and future plans.

Your cooperation will be greatly appreciated. In view of your experiences and success the data which you supply will be of much value as a guidance service for the future of Wilson High School.

The data sheet has been prepared in such a form that filling it out will require only a minimum amount of your time.

No names will be used on compiling these data. You may feel free to express your opinions.

A stamped and addressed envelop is enclosed for your convenience. I shall appreciate receiving your reply within the next ten days.

Thank you for this service.

Respectfully yours

Principal

Form 2

WILSON HIGH SCHOOL FOLLOW-UP SURVEY

Data Sheet

After each numbered statement there are several items. Please place a check mark before each item or items which apply in your case. Note that if none of the items seem to apply to your case that there is a space in which you may write in your own remarks.

I. Reasons for leaving high school at Wilson.

- ☐ Graduated
☐ Moved to another community
☐ Ill health
☐ To take a job
☐ Lack of interest in H. S. work
☐ Failed in H. S. courses
☐ Marriage
☐ Lack of funds
☐ Other reasons (Explain) _____

II. If you are now doing advanced school work check the type of school.

- ☐ Post graduate work _____ Teachers' College
☐ at W. H. S. _____ Business College
☐ Univ. or College _____ Nurses Training
☐ of Arts & Sciences _____ Dentistry
☐ Pre-Law
☐ Cosmetology School
☐ Other schools (Name type) _____

III. What assistance did you have in selecting your school while attending W. H. S.?

- ☐ Conference with teachers
☐ Conference with Supt. or Principal
☐ High School secured catalogs from schools and universities of higher learning
☐ Representatives of colleges called at the High School and held conferences with seniors.
☐ Other helps (Explain) _____

IV. Work experiences since leaving high school at Wilson

Name of firm or employer	Type of work	Part time	Full time
_____	_____	_____	_____
_____	_____	_____	_____

- V. How did you get your first job upon leaving high school
- | | |
|--|--|
| <input type="checkbox"/> By my own effort | <input type="checkbox"/> Through your school |
| <input type="checkbox"/> Advertisement in newspapers | <input type="checkbox"/> Employment service |
| <input type="checkbox"/> Parents influence | <input type="checkbox"/> Relatives |
| <input type="checkbox"/> Friends influence | |
| <input type="checkbox"/> Other methods (Explain) | |
-

- VI. If your present job is different than the one in V, how did you get it?
- | | |
|--|--|
| <input type="checkbox"/> Through advertisement | <input type="checkbox"/> School employment service |
| <input type="checkbox"/> Parents | <input type="checkbox"/> Employment agency |
| <input type="checkbox"/> Relatives or friends | <input type="checkbox"/> Other methods (Explain) |
-

- VII. To what extent did your high school training help you to succeed in your present job?
- | | |
|---|---|
| <input type="checkbox"/> Gave occupational training courses | <input type="checkbox"/> Gave citizenship training |
| <input type="checkbox"/> Developed my leadership ability | <input type="checkbox"/> Taught economy |
| <input type="checkbox"/> Provided general education | <input type="checkbox"/> Developed good work habits |
| <input type="checkbox"/> Developed self-confidence | |
-

- VIII. Who or What has helped you most in making your present educational or occupational plans?
- | | | |
|--|---|---|
| <input type="checkbox"/> Parents | <input type="checkbox"/> Employer | <input type="checkbox"/> Relatives |
| <input type="checkbox"/> Courses studied | <input type="checkbox"/> Friends | <input type="checkbox"/> H. S. Principal |
| <input type="checkbox"/> Teachers | <input type="checkbox"/> Something you read | <input type="checkbox"/> of Supt. |
| | | <input type="checkbox"/> Others (Explain) |
-

- IX. Please list here the subjects or activities which have been of the GREATEST value and those which have been of LEAST value to you:

	<u>GREATEST VALUE</u>	<u>LEAST VALUE</u>
IN EMPLOYMENT	_____	_____
	_____	_____
	_____	_____
In Life other than employment	_____	_____
	_____	_____
In COLLEGE	_____	_____
If attended	_____	_____

- X. In which ways could your high school have helped you more?

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Given more specific training for a job. |
| <input type="checkbox"/> | Taught how to apply for a job. |
| <input type="checkbox"/> | Presented a better understanding of working conditions (Labor laws, social security, compensation, unions, etc.) |

- _____ Given more assistance and advice in selection of
high school courses.
_____ Given help in planning for future education.
_____ Other helps (Explain) _____

XI. Please write here any suggestions which you have for
assisting Wilson High School to be more helpful to the
students who are now in school at Wilson.

Form 3

BASIS FOR COMMUNITY BUSINESS AND INDUSTRIAL SURVEY

Name of business, industry or profession _____

Person interviewed: Owner, manager, foreman, workman.

Number of workers employed; Male _____ Female _____

Nature of work done by workers: _____

Source from which workers are recruited: _____

Is work regular _____ seasonal _____ fluctuating _____

Are workers interested in the jobs? Yes _____ No _____

Reasons for above answers _____

_____What educational and training facilities are offered by
this business or industry? _____

_____Do students employed possess the fundamentals for performing
the duties expected of them? Yes _____ No _____Would more school leavers or graduates be employed if they
possessed the necessary training for these jobs? Yes ___ No ___What suggestions do you have for better training of these
people? _____

